

**24th
WLU LITERACIES FOR ALL
SUMMER INSTITUTE**

**AUTHENTIC LITERACY EVENTS AND
SOCIAL ACTIONS: CELEBRATING
RELATIONSHIPS AND PARTNERSHIPS**

**JULY 18 – 20, 2013
HOFSTRA UNIVERSITY
HEMPSTEAD, NEW YORK**

**Presented by the
International Whole Language Umbrella of the
National Council of Teachers of English**

**In cooperation with the Center for Expansion of
Language and Thinking**



Rick Meyer

Greetings from WLU President

Welcome to the annual Whole Language Umbrella (WLU) *Literacies for All Summer Institute*. WLU is the only international literacy organization dedicated to progressive literacy research and practice. Consistent with whole language philosophy, we work to educate the entire learner; whole language teachers remain committed to a sociopsycholinguistic transactional theory of the reading process and seek to gain a deep understanding of the identities, languages, families, communities, and cultures of our students.

If you've attended previous Summer Institutes, welcome back! If this is your first Summer Institute, you will be delightfully surprised at the warmth, closeness, and community feeling of the Institute. You will also notice that your presence will be embraced and appreciated by other participants and every presenter. Although WLU is a professional organization, we are also a group of literacy teachers and learners who value and respect each other, reminiscent of a close family. We welcome newcomers so don't be surprised when longtime attendees initiate conversations and express genuine interest in your ideas and experiences. By being here you've joined the WLU family.

Whole Language thrives at the nexus where research and practice are no longer separate entities. Instead, as whole language educators, we are inquirers who challenge ourselves and the learners with whom we work to engage in informed and reflective practice that constantly grows as we address the specificities of our local contexts, informed by a remarkable and strong historical research base. We thrive upon the energies generated by our own and our students' curiosities and circumstances. This is why the Summer Institute is a forum in which cognitive, critical, social, political, economic, and even spiritual issues and circumstances are presented, addressed, offered, and studied collectively. The goal for all of us is to be part of genuine conversations that stimulate and provoke us in our thinking and actions.

I hope that you attended the miscue analysis conference that preceded the Summer Institute; but if you didn't, we plan to schedule that next year, again, just prior to the Summer Institute. On Thursday afternoon, I hope you were part of the preconference that focused on the work of education activists in these very trying times. Again, if you didn't, we're planning for another preconference next year.

The Summer Institute is organized to maintain interest and support conversations. This year, we have three fantastic keynote sessions and you'll get to attend all of them. We've dedicated one session slot to four outstanding speakers addressing critically important ideas. These are called *bell ringer* sessions and you can read their descriptions at the E timeslot (Saturday, 8:30 a.m.). The concurrent sessions are quite varied and serve as opportunities to pursue specific areas of interest such as: English language learners, children's literature, the arts, assessment, whole language theory, LGBTQI and literacy, strategies reflective of whole language theory, early childhood, and much more. Your conference registration includes

access to the coffee breaks at which presenters and participants get to mingle, share ideas, and extend relationships.

If you see Debra Goodman (our incoming president and chair of the local organizing committee), please thank her for all her work to bring this summer's Institute to fruition. Also, thank Sue Gallivan and others from NCTE for all their work on the Summer Institute. I extend a warm thank you to NCTE Headquarters for all the support given to WLU for the Institute and throughout the year. Debbie Zagorski does a fine job managing our website. Please visit us at <http://www.ncte.org/wlu> to learn more about WLU's work throughout the year. As you attend sessions, consider ideas that you might present next year. The call for next summer's Institute will be available on Saturday morning. I hope to see you again at WLU's *Literacies for All Summer Institute* next year.

A handwritten signature in cursive script that reads "Richard Meyer".

Rick Meyer—WLU President



Debra Goodman

Greetings from the Local Committee Chair/ WLU President Elect

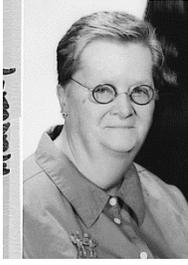
We are excited to welcome you to Hofstra University and Long Island, New York. At this time, when policies are restricting joyful learning communities for teachers and students, it is critical to continue our professional conversations about language learning and teaching, transformative pedagogy, literature and imagination, and humanistic, caring learning communities. New York educators (and New York's children) have had a particularly challenging year implementing CCSS and APPR (Annual Professional Performance Review)—our “value added” teacher evaluation mandates—during the same school year. We are eager for dialogue and rejuvenation with the WLU professional community.

Hofstra's Literacy Studies faculty and students are happy to share our campus with WLU participants – including long time and new friends and colleagues. The Hofstra Campus is a beautiful botanical garden. We hope you will find time to cross the Unispan Bridge and take a walk around the south campus. You might look for the pine garden and the fish pond in the sensory garden. See if you can find the meditation labyrinth and English garden (across California Ave.)

Hofstra is a short train ride from everything New York City has to offer. Those of you who explore Long Island will find old beach towns with a New England flavor. You might explore the nearby town of Long Beach, the Atlantic Ocean beaches at Jones Beach, or the Nautical Mile (seafood and pubs) in Freeport. We're still recovering from Sandy—but rebuilding.

We have a more detailed list of local restaurants and local attractions at the registration table. If you have questions or concerns, please ask anyone with a local committee ribbon. We wish you a conference that challenges your thinking, rekindles (and revalues) your passion for learning and teaching, and provides you with new contacts and friends.

Debra Goodman
WLU President Elect
Local Committee Chair



Celebrating and Remembering Dorothy Menosky

The Whole Language Umbrella lost our dear friend, Dorothy Menosky, this year. She worked on WLU program planning for many years and was a whole language photographer and historian. Dorothy is considered one of the founding mothers of whole language, worked in the early miscue analysis research at Wayne State University, and is one of the original members of CELT.

Jerry Harste remembers Dorothy:

Things we loved and will miss about Dorothy—

Good teaching that simply takes one's breath away. Dorothy was a teacher's teacher. She visited classrooms on a weekly basis. Teachers and children loved her and rightfully so. She loved them and it showed.

Dorothy loved books. There was always one in her handbag ready to give away. She never visited a classroom that she didn't read a book or have a book talk. For many of us she was our favorite person to go to for recommendations on what to read.

Dorothy could make a reader's miscue, including her own, sound like the greatest adventure in the world. Undergraduates and graduate students loved her. Her classes were always the first ones filled.

Dorothy was the life of any party. She always had a language story to tell. She made every day worth celebrating.

Dorothy made great pins to hand out at conventions. You probably have some. My favorites: "Whole Language Spoken Here," "Stand TAWL," "They Can't Believe We Teach the Whole Thing," "Communicate Don't Phonicate," "Reading Naturally," and "Yenta, Yenta, Yenta, Yenta, Yenta." (When H. Alan Robinson saw the Yenta pin, his response after a pause was, "Oh, four miscues!")

Dorothy loved art. She was a member of the Bloomington Photography Society and showed her work at their annual shows. Toward the very end she had lost her use of language. We, her Bloomington friends, visited anyway, hoping that she could get something out of the conversations we tried to have with her and the ones we had between each other. Because her room was so stark, I brought in two of my recent paintings to hang by her bedside. While she couldn't verbally express what she felt, she spent hours looking at them. I like to think they made her happy.

Dorothy, I know I speak for everyone here. "Sleep well. We miss you."

Conference Features

Thursday, July 18

10:00 a.m. – 3:00 p.m.

Registration

246 East Library Wing, Axinn Library

3:00 p.m. – 8:30 p.m.

Registration, Multipurpose Room West, Student Center

11:45 a.m. – 6:00 p.m.

Preconference Workshop (tickets required)

7:00 p.m. – 9:00 p.m.

Opening Session with H. Gerald Campano

Student Center Theater

Reception to follow

Friday, July 19

8:00 a.m. – 5:00 p.m.

Registration, Multipurpose Room West, Student Center

8:30 a.m. – 9:30 a.m.

Opening Session with Chris Soentpiet, Student Center

Theatre

9:30 a.m. – 10:00 a.m.

Coffee break/light refreshments, Multipurpose Room East, Student Center

10:00 a.m.–11:15 a.m.

A Sessions

11:30 a.m.–12:45 p.m.

B Sessions

1:00 p.m. – 2:15 p.m.

Luncheon honoring Denny Taylor (tickets required)

Multipurpose Room East, Student Center

2:30 p.m. – 3:45 p.m.

C Sessions

4:00 p.m. – 5:15 p.m.

D Sessions

5:15 p.m. – 6:00 p.m.

Refreshments & Entertainment, Multipurpose Room

6:00 p.m. – 7:00 p.m.

Youth Presenters/Interactive Literature Experience

Multipurpose Room East, Student Center

Saturday, July 20

8:00 a.m. – 4:30 p.m.

Registration, Multipurpose Room West, Student Center

8:00 a.m. – 11:30 a.m.

Coffee available, Multipurpose East, Student Center

8:30 a.m. – 9:45 a.m.

E Bell Ringer Sessions (4 concurrent sessions)

10:00 a.m. – 11:15 a.m.

F Sessions

11:30 a.m. – 12:45 p.m.

G Sessions

12:45 p.m. – 2:00 p.m.

Lunch on your own (options in back of the program)

2:00 p.m. – 3:15 p.m.

H Sessions

3:15 p.m. – 3:45 p.m.

Coffee break/drinks & munchies

Multipurpose Room East, Student Center

3:50 p.m. – 5:00 p.m.

Closing Session with Lester Laminack

5:15 p.m. – 6:15 p.m.

Delegates Assembly

All rooms are located in the Student Center except 246 East Library Wing, located in the Axinn Library on the second floor. Take the Unispan Bridge from the Student Center (across from main entrance). The Axinn Library will be to your right. Take elevator to the second floor. 246 East Library Wing is to your right when you exit the elevator. See map in the back of your program.

In the event you need assistance or there is an emergency, please call Hofstra Public Safety at 516-463-6606 or you can email Betsy Salemsen at Betsy.A.Salemsen@hofstra.edu. If you need to contact Sue Gallivan (NCTE Meeting Planner) concerning transportation or other conference-related items, please call her at 217-417-2910.

The Whole Language Umbrella Executive Board

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THURSDAY, JULY 18 — PRECONFERENCE WORKSHOP

246 East Library Wing—Axinn Library

11:45 a.m. – 6:00 p.m.

Responses to the Corporate Takeover of Public Education: Stories of Agency and Actions

The intent of this year's preconference workshop is to present stories of agency and action that are inspirational for all those struggling against corporate-driven public education policies. The workshop will provide participants with an opportunity to hear directly from students, teachers, parents, union organizers, administrators, and community activists about the problems facing their schools/classrooms and the strategies being employed to respond. Issues include: student activists, teacher and administrator evaluation, speaking back to power through film and action, organizing parents and communities, litigation as a way to disrupt hurtful policies, union busting, school closings, equity and segregation, test-based teacher evaluation, and Common Core standards.

Our goal is for participants to return to their own schools and communities with knowledge of a wider range of strategies such as litigation, legislation, union actions, resolutions, petitions, protests, and more in order to effectively stem the tide of corporate reform.

Presenters:

Bess Altwerger, Towson University
Rick Meyer, University of New Mexico
Stephanie Rivera, Rutgers University
Carol Burris, Long Island, New York
Brian Jones, New York, New York
Ruth Rodriguez, Boston, Massachusetts
Morna McDermott, Towson University
Diane Torres Velasquez, University of New Mexico
Alan Singer, Hofstra University
Sara Wottowa, Long Island, New York

THURSDAY, JULY 18 – OPENING GENERAL SESSION

Student Center Theatre

7:00 p.m. – 9:00 p.m.

Welcome and Opening Remarks: Rick Meyer, WLU President

Lifetime Membership Award

Introduction: Renita Schmidt, University of Iowa, Iowa City

Awarded to: Kathryn Whitmore, University of Louisville, Kentucky

Service Award

Introduction: Bess Altwerger, Towson University, Maryland

Awarded to: Dorothy Menosky, formerly of Indiana University, Bloomington

Reclaiming the Joy of Teaching Award

Introduction: Amy Seely Flint, Georgia State University, Atlanta

Awarded to: Joni Fujita, Honolulu, Hawaii

Introduction of Featured Speaker: Lucy Spence



H. Gerald Campano

H. Gerald Campano is Associate Professor and Chair, Reading/Writing/Literacy at the University Of Pennsylvania Graduate School Of Education. He was a full-time classroom teacher in Houston, Puerto Rico, and California and has worked with adult English language learners in North Philadelphia. Throughout his scholarship and teaching, he has been committed to creating opportunities for students to mobilize their identities and rich cultural resources in the elementary literacy curriculum. Gerald's recent work has involved collaborating in university-school partnerships that focus on literacy, engagement, and equity. He has garnered numerous teaching awards at the elementary and university level including a Carnegie Scholar and the NCTE David H. Russell Research Award.

Gerald's works include *Secondary School Literacy, Immigrant Students and Literacy: Reading, Writing, and Remembering*, and *Literacy Tools in the Classroom: Teaching Through Critical Inquiry, Grades 5–12*. His journal articles have appeared in *Language Arts* and *Talking Points*.

- **Reception Immediately Following the Opening Session**

FRIDAY, JULY 19 – OPENING GENERAL SESSION

Student Center Theatre

8:30 a.m. – 9:30 a.m.

Introduction of Featured Speaker: Caryl Crowell & Prisca Martens



Chris Soentpiet

Chris Soentpiet (soon-peet) is an author and illustrator who creates children's books for all ages. Chris was born in South Korea and moved with his sister to Hawaii at the age of 8 after being adopted by the Soentpiet family. Studying Fine Arts and Education at Pratt Institute in New York City, his two very special friends encouraged him to pursue his passion for painting by illustrating children's books.

Chris creates books that reflect an interest in people, history, and culture. Since teachers around the world use his books in their classrooms, Chris takes the time to do a lot of research, especially if it's a historical story, spending weeks in the library, and going to the actual location where the story's events happened to sketch and take pictures. *Around Town* was his first children's picture book. Other works include *Amazing Faces*, *My Brother Martin*, *More than Anything Else*, *Something Beautiful*, *Cooties*, *The Last Dragon*, *Molly Bannaky*, & *Peacebound Trains*. Chris' work has been featured or reviewed in *The New York Times*, *USA Today*, *Houston Chronicle*, and *Newsweek*.

Visit his website at www.soentpiet.com.

Photo Credit Bill Kontzias

FRIDAY, JULY 19

10:00 a.m. – 11:15 a.m.

A Sessions

A.01

Panel

**Reframing: Awakening the Possibilities for a Dynamic Learning Community
246 East Library Wing–Axinn Library**

How do you build the capacity of educators across all learning disciplines to become strong literacy educators? Brooks High School, Tasmania, Australia worked in collaboration with academic partners to reframe their work as meaning makers in a socio-economically disadvantaged school. Hear the narrative, reframe your thinking, open up possibilities for your practice.

Presenters: Sarah Shimmin, Shireen Thomas, and Angela Dykman, Brooks High School, Tasmania, Australia; Sally-Anne Fowler, East Tamar Federation, Tasmania, Australia

A.02

Panel

**Transforming K–12 Schools into Safe Academic Environments for Children Whose Adverse Life Experiences Compel Us to Create for Them a More Just and Caring World
Plaza Room East, Student Center**

This session will focus on empirical research of childhood adverse experiences which requires of us an urgently needed conversation about the transformation of U.S. public schools into safe academic environments for children, as their adverse life experiences compel us to create for them a more just and caring world.

Chair: Yetta Goodman, University of Arizona, Tucson

Presenters: Denny Taylor, Kathleen Olmstead, and Lorraine Radice, Hofstra University, Hempstead, New York

FRIDAY, JULY 19

10:00 a.m. – 11:15 a.m.

A.03

Panel

**Journal to Understanding: A University-Middle School Partnership Brings Literacy Alive
Plaza Room West, Student Center**

International children's literature empowers young readers when urban middle schoolers — recent immigrants and refugees — are paired with pre-service teachers from rural New Hampshire for a semester-long dialogue journal project. The social dynamics of the partnership resulted in increased motivation, performance, and appreciation for culturally responsive teaching.

Presenters: James Stiles, and Gerard Buteau, Plymouth State University, Plymouth, New Hampshire; Anne McQuade, and Tina Proulx, Henry J. McLaughlin Jr. Middle School, Manchester, New Hampshire

A.04

Paper

**Mixed Literacy Instruction: Its Impact and Resolution for Struggling Readers
Student Center 141**

This paper utilizes seven case studies to discuss struggling readers learning to read via a meaning-based approach and the interference that arises when the schools employed meaning-less approaches. Summary data will be presented along with detailed analysis of one case. The strategies/procedures employed to overcome this interference will be discussed.

Presenters: Jack Damico, and Ryan Nelson, University of Louisiana at Lafayette

A.05

Panel

**Creating a Balanced Literacy Curriculum in the 21st Century: Authentic Integration of
Literacy 1.0 with Literacy 2.0
Student Center 142**

This session will challenge the notion of balanced literacy and consider what it means to have authentic literacy experiences in our 21st century, Web 2.0 world. Based on our collective work as public school teachers and researchers, we discuss how classrooms can become spaces where students are provided opportunities for reading and writing experiences that authentically and meaningfully integrate both Literacy 1.0 and Literacy 2.0 practices.

Chair: Theresa McGinnis, Hofstra University, Hempstead, New York

Presenters: Nancy Bayat, and Mary McElroy, Hofstra University, Hempstead, New York; Jamie Blake, Farmingdale School District, New York; Kim-Marie Cortez-Riggio, Hofstra University, Hempstead, New York, and North Shore School District, New York; Elizabeth Gennosa, Sachem CSD, New York

FRIDAY, JULY 19

10:00 a.m. – 11:15 a.m.

A.06

Panel

**When Students Write: Exploring Authentic Writing Practices in Diverse Contexts
Student Center 143**

This presentation shares three studies that examine children’s participation in writing workshop classrooms. Each study showcases how students’ participation in writing workshop can provide a space for students to expand and negotiate their literacy practices and their identities.

Presenters: Tasha Tropp Laman, University of South Carolina, Columbia; Marcie Ellerbe, Myrtle Beach, South Carolina; Sanjuana Rodriguez, Dalton, Georgia

A.07

Combined Paper Session

**Teaching Students Living on the Edge: Refugee and Homeless Populations
Student Center 145**

This session offers participants the opportunity to learn about two increasingly common issues among the students we serve.

Chair: Keri-Anne Croce, Towson University, Towson, Maryland

➤ **How Do Non-native English Speaking Students Read Informational Texts? A Critical Look at Assessment**

This presentation examines how 43 non-native English speaking Burmese refugee students made meaning of scientific informational texts over two and a half years. Framed by sociocultural theory and transactional theory, this study contributes to culturally relevant pedagogy by revisiting what it means to read a scientific informational text.

Presenter: Keri-Anne Croce, Towson University, Towson, Maryland

➤ **Get Up and Get On: Perspectives from Families Experiencing Homelessness**

What does it mean to be homeless? Who are the children in your school who are experiencing homelessness? Participants will engage in an interactive discussion on the deficit perspectives surrounding children on the margins of economic and social prosperity. “Counterportraits” of families who resided at a shelter will be shared.

Presenter: Meg Jacobs, University of Iowa, Iowa City

FRIDAY, JULY 19

11:30 a.m. – 12:45 p.m.

B Sessions

B.01

Roundtables

Perspectives on Children's Literature

246 East Library Wing–Axinn Library

Each roundtable presentation will be delivered twice during this session. Participants choose two roundtables to attend, one during the first half of the session, and one during the second half.

Chair: Lorraine Wilson, North Carlton, Victoria, Australia

➤ **Advocating for Peace and the Constructive Resolution of Conflict through Children's Literature**

Teachers know that students cannot attend to academic demands if they are struggling with the resolution of conflict. Helping K–5 students to identify paths to peaceful resolution contributes to students' well-being and positive classrooms. Participants will receive a list of useful children's books and a framework for conflict resolution education.

Presenter: Teresa Filbert, St. Mary's College of Maryland, St. Mary's City

➤ **Martin's Big Words: 3rd Graders Respond to Social Justice Literature**

This paper explores children's responses to social justice themes in and connections to culturally conscious literature through conducting a read-aloud of the picture book, *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* (Rappaport, D., 2001) with 3rd graders in a predominantly African American, urban elementary school.

Presenter: Mary Yee, University of Pennsylvania, Philadelphia

➤ **Shared Inquiry and Relevant Texts: An Invitation to Explore the Self and Others in the Urban, Middle School Classroom**

A practitioner research study into the use of culturally relevant texts and student-directed inquiry to increase reading volume, enjoyment, and engagement in an ethnically and socioeconomically diverse, urban, middle school classroom.

Presenter: Marina Bach, Luther Memorial School, Cleveland, Ohio

B.01 (cont'd on next page)

FRIDAY, JULY 19

11:30 a.m. – 12:45 p.m.

B.01 (cont'd)

Roundtables

Perspectives on Children's Literature

246 East Library Wing–Axinn Library

- **Third Grade Latino/a English Learners Making Sense of Immigration Policies through Online Literature Discussions around Critical Multicultural Literature**

This session will detail the ways in which third grade Latino/a English Learners' reading of critical multicultural text is mediated through blogging. The presenter will also detail how discussions of immigration themed text contributed to elementary students' literacy and engagement as they read critical multicultural children's literature associated with social justice issues. The presenter will provide attendees with a number of texts which may be used with young learners dealing with the issue of immigration.

Presenter: Eliza Allen, Georgia State University, Atlanta

B.02

Paper

Teaching LGBT Topics in the Elementary and Secondary Classrooms: Strategies for Change

Plaza Room East, Student Center

This interactive session will provide educators with effective strategies for teaching LGBT topics in K–12 schools. Attendees will participate in activities that can be recreated in K–12 classrooms, pre-service teacher training classes, and professional development teacher workshops. Strategies include: open dialogue, debate, scenario/ role-play, freewriting, digital literacy, and discourse analysis.

Presenters: Roxanne Henkin, The University of Texas at San Antonio; Nicole Sieben, Adelphi University, Hofstra University, Hempstead, New York

FRIDAY, JULY 19

11:30 a.m. – 12:45 p.m.

B.03

Panel

Re-Scripting the Narrative about Education Failure: Foregrounding Prerequisites to Learning

Plaza Room West, Student Center

This paper presentation describes the experiences and reflections of two scholars as they began an ethnographic research project attempting to rethink and re-imagine possibilities of learning/teaching with highly vulnerable students in an inner city high school. The work is based on critical pedagogy theory and presents a self-examination of the researchers own mind set, practices, and pedagogy. The analysis of data promoted the realization that voice in underrepresented groups resides in counter-narratives that must become part of the educational discourse for learning to take place.

Presenters: Elite Ben-Yosef, and Limor Pinhasi-Vittorio, Lehman College, Bronx, New York

B.04

Panel

**A Short-term Program of Multi-modal Bibliotherapy for Teacher Narrative Inquiry
Student Center 141**

In our session we present findings from an action research investigation of a program of multi-modal bibliotherapy for teacher narrative inquiry. The program, comprised of six two-hour sessions, involved reading relevant works via multimodal activities, such as body biographies and resolution scrapbooks, all aimed at making sense of teaching lives.

Presenters: Cynthia Morawski, and Jennifer Rottmann, University of Ottawa, Ontario, Canada

B.05

Paper

**Transaction Circles with Digital Texts
Student Center 142**

Transaction Circles with Digital Texts is a research project that documents a small group of African American students engaging in transaction circles with literature and informational texts. The study highlights the critical roles of dialogue, relationships, and inquiry in literacy practices for the 21st century.

Presenter: Sally Brown, Georgia Southern University, Statesboro

FRIDAY, JULY 19

11:30 a.m. – 12:45 p.m.

B.06

Combined Panel Session

**Keeping It Real: Whole Language during Repressive Times
Student Center 143**

Participants will experience three unique perspectives focused on maintaining and/or reclaiming progressive literacy practices.

Chair: David Caliguiri, East Williston School District, New York

➤ **Confessions of a Literacy Coach: Implementing Principles of Whole Language Instruction in Federally Mandated Programs**

Teaching in schools in this time of ever-increasing mandates is challenging. This presentation recounts how it is possible, through a model of carefully designed professional development, to satisfy mandates while at the same time remaining true to whole language theory (Goodman, 1996) and culturally responsive teaching (Ladson-Billings, 1994).

Presenter: Patty St. Jean Barry, Central Islip Public Schools, New York

➤ **The Reconstruction of the Read-Aloud: Student Engagement Being Removed from the Equation**

This research examines how reading aloud to students for the purposes of enjoyment and engagement has been reconstructed to reflect explicit strategy instruction. Findings of this study provide insight into how the read-aloud has been transformed into a skills-based approach that removes students from being directors of discussion.

Presenter: David Costello, University of South Australia, Australia

➤ **The Power of Ideas: Personal and Social Transformation through Writing**

This is an in-depth study of engagement and assessment in a wealthy and high achieving school. Once I was comfortably entitled, I hated to read, write, and think. Can I go back and convince these students to be more aware of the world and of the transformative power of writing?

Presenter: David Caliguiri, East Williston School District, New York

FRIDAY, JULY 19

11:30 a.m. – 12:45 p.m.

B.07

Panel

**Engaging Tween Readers: Higher Level Thinking through Purposeful Dialogue
Student Center 145**

The presenters will share their current research on creating authentic conversations around engaging fiction and nonfiction texts. The session will provide support for teachers as they work to implement practical instructional strategies in their tween-level classroom that enhance higher level thinking around themed texts.

Presenters: Karen Moroz, and Jennifer Carlson, Hamline University, St. Paul, Minnesota

FRIDAY, JULY 19

B Time Period Poster Sessions

11:30 a.m. – 1:00 p.m.

Multipurpose Room West, Student Center

Poster sessions allow participants to engage informally with presenters as posters are viewed and discussed. Please drop by for some stimulating conversation.

Reading Like a Historian: Applying Common Core Standards to the Curriculum

The call for an increased emphasis on reading like a historian requires utilization of specific disciplinary literacy skills as well as meaningful historical understanding. “Reading Like a Historian” framework, students’ abilities to work with difficult texts in authentic and powerful ways. Explicit instruction in analyzing primary sources, contextualizing and corroborating

CANCELED

Presenter: Laura Pearson Wenger, Syosset Central Schools and Hofstra University, Hempstead, New York

Meeting Common Core English Language Arts & Literacy Standards with a Peace and Justice Curriculum

Our dynamic literacy community exposes children to traditionally silenced or marginalized voices, historic struggle for equality through fiction and non-fiction, and great quality multicultural literature while engaging in rigorous, authentic reading and writing tasks. They are charged with helping determine winners of the Jane Addams Children’s Books Awards.

Presenter: Susan Freiss, Verona Area School District, Verona, Wisconsin

A New Age of Authentic Assessments

This poster considers the multitude of cloud technologies that can be used to provide authentic assessment literacy opportunities for students. Capitalizing on digital literacy, these sources allow students to use critical literacy skills in order to both interpret and create Web 2.0 sources. A handout will be provided.

Presenters: Devon Dickens, and Kjersti VanSlyke-Briggs, SUNY Oneonta, New York

FRIDAY, JULY 19

1:00 p.m. – 2:15 p.m.



Luncheon In Recognition of Denny Taylor

(Tickets are required; please visit registration desk for further information)

Multipurpose Room East, Student Center

Denny Taylor is Professor of Literacy Studies at Hofstra University. She has been engaged in ethnographic literacy research since 1977 with her landmark study of family literacy. She has written nine books and numerous articles and chapters on literacy in family, school, and community settings. She has won many awards and was inducted into the Reading Hall of Fame in 2004. Dr. Taylor's current transdisciplinary research focuses on the human impact on global Earth systems and the impact of catastrophic events on the lives of children. Her field work includes research in Israel, the West Bank, and Gaza. Her recent articles and presentations are available at DennyTaylor.com.

We welcome all conference participants to join us as Denny's students, colleagues, and friends celebrate her contributions to the field of literacy and the lives of learners, families, and teachers. Those who do not wish to eat lunch may join us to listen to her speech at 1:20 p.m.

FRIDAY, JULY 19

2:30 p.m. – 3:45 p.m.

C Sessions

C.01

Panel

One World to Encompass Many: Universities, Schools, and Communities Working in Coalition for Multiliterate Education

246 East Library Wing–Axinn Library

Four pieces of an ongoing community-based ethnographic action research project will be highlighted offering insights into university-community partnerships intended to advocate for the education of immigrant children and families.

Presenters: Marina Bach, Luther Memorial School, Cleveland, Ohio; Gerald Campano, Kenloy Henry, David Low, Karim Mostafa, Mary Yee, University of Pennsylvania, Philadelphia; Maria Paula Ghiso, Teachers College, Columbia University, New York, New York

FRIDAY, JULY 19

2:30 p.m. – 3:45 p.m.

C.02

Roundtables

**Teacher Communities Exploring Literacy Pedagogies
Plaza Room East, Student Center**

Each roundtable presentation will be delivered twice during this session. Participants choose two roundtables to attend, one during the first half of the session, and one during the second half.

Chair: Prisca Martens, Towson University, Towson, MD

➤ **Providing Authentic Literacy Events to Elementary Students Using Nonfiction Texts**

Our group will explore the purpose and intention of nonfiction as a tool for teaching social conscience and present research that enables understanding of the shift in position of nonfiction in elementary curriculums. It will introduce and demonstrate planning and activities to implement authentic literacy events using the four literacies.

Presenters: Suzanne Rayson, Education Specialist, Brooklyn, New York, and Maureen Morriss, Literacy Consultant, New York, New York

➤ **Responding to Individual Learning Needs through Authentic Literacy Engagements: Teacher Insights and Growth through Reading Partnerships**

The goal of this session is to examine insights and growth experienced by in-service teachers as they learned to respond holistically and authentically to individual students through responsive assessments, and literacy enrichment during a graduate level practicum. In this session we will explore ways that such partnerships can foster success.

Presenter: Claudia Nickolson, Fairmont State University, Fairmont, West Virginia

➤ **Teacher Study Group: A Collaborative Approach to Intellectual Competence**

This session examines two separate teacher study groups focusing on intercultural competence. Comparing their experiences, we will explore how their TSGs influenced participant knowledge and practice. TSG procedures, advantages, challenges, and success factors will also be discussed.

Presenters: Jeonghee Choi, A State University, Jonesboro; Chinatsu Sazawa, Drake University, Des Moines, Iowa

CANCELED

FRIDAY, JULY 19

2:30 p.m. – 3:45 p.m.

C.03

Panel

**Engaging Students in the Struggle of Struggling
Plaza Room West, Student Center**

This presentation is about helping students examine that struggling means: figuring it out when your brain says IDK (I don't know); rereading, revisiting confusion, rewriting to get closer to ideas; working to draw conclusions by yourself, and then owning an idea; you aren't led and fed ideas, but teachers coach and encourage you.

Presenters: Jennifer Ochoa, MS 324 The Patria Mirabel School, New York, New York;
Priscilla Thomas, Millennium Art Academy, Bronx, New York

C.04

Panel

**Preschool Book Club: Authentic Literacy Experiences for Young Children
Student Center 141**

Book clubs are a significant part of many adults' reading lives, so why not also for young children? At Hollingworth Preschool, Teachers College, students engage in rich discussions of children's literature in real and meaningful ways. Notions of authenticity and accessibility of curriculum for young children will be discussed.

Presenters: Elizabeth Carlson, Daniel Ferguson, and Jennifer Lam, Hollingworth Preschool,
Teachers College, Columbia University, New York, New York

FRIDAY, JULY 19

2:30 p.m. – 3:45 p.m.

C.05

Panel

**Interpretation: Close Reading across Genres
Student Center 142**

This presentation will examine the implications and expectations of close reading as presented in the Common Core Standards. Presenters will demonstrate through connections to balanced literacy and the workshop model the use of close reading and interpretation of a variety of texts and the implications for classroom instruction.

Presenters: Elaine Bakke, and Karen Kautz, Livingston Public Schools, New Jersey

C.06

Panel

**Art, Attitude, and Assessment: Three Perspectives of Multimodal Literacy
Student Center 143**

Multimodal literacies can be a means of communication, assessment, and expression. Speakers will interact with participants as they examine the art, identity, and literacy of a student with Autism Spectrum Disorder, use of multimodal literacies to meet assessment goals, and the complexity of graffiti and its comment on socio-linguistic theory.

Presenters: Phillip Cicione, Commack High School, New York; Serena Cavolo, Guggenheim Elementary School, Port Washington, New York; Corydon Doyle, Islip High School, New York

C.07

Panel

**Transgressing Transphobia: How Teachers Can Support Gender Variant Students in the ELA Classroom
Student Center 145**

This session offers classroom teachers ways to disrupt the oppression of transgender and gender variant youth in schools by exploring: what it means to be transgender, representations of transgender people in children's/young adult literature, a framework for evaluating texts, and ways to enact critical literacies with students around transgender issues.

Presenters: Dudgrick Bevins, and Scott Ritchie, Kennesaw State University, Georgia

FRIDAY, JULY 19

4:00 p.m. – 5:15 p.m.

D Sessions

D.01

Panel

Just Let Me Teach: Tales of Insanity and Resistance within a Culture of Growth Models of Teacher Evaluation and Corporate-driven Attacks on Public Schools

246 East Library Wing–Axinn Library

Test-driven, “value added” teacher evaluation is changing the face of language arts teaching. Speakers share stories of how New York’s APPR constrains teachers’ professional roles, constricts language learning and pedagogy, requires unwieldy documentation, burdens districts financially, and ultimately threatens equitable public education. Participants are invited to share their stories.

Presenters: Debra Goodman, Hofstra University, Hempstead, New York; Elizabeth Lynch, Northeast Elementary, Brentwood, New York; Lucille McAssey, Waverly Park School, Lynbrook, New York; Randi Polansky, Waverly Park School, Lynbrook, New York; Ellen Semel, Islip UFSD, New York

D.02

Panel

Notable Children’s Books in the Language Arts

Plaza Room East, Student Center

The 2012 Notable Children’s Books in the Language Arts award-winning list will be shared by the committee chair and co-chair charged with selecting these titles. Award-winning children’s authors will discuss their books that promote interest in language arts.

Presenters: April Bedford, University of New Orleans, Louisiana; Deanna Day, Washington State University, Vancouver

FRIDAY, JULY 19

4:00 p.m. – 5:15 p.m.

D.03

Panel

Supporting Boys as Readers and Writers: Urban Boys Tell Their Stories
Plaza Room West, Student Center

This session will feature the voices of urban adolescent boys talking about their personal experiences with reading and writing in relationship to one middle school's effort to address the needs of boy readers and writers. A team of teachers will share specific strategies and interventions as well as a list of resources. Samples of student work will also be shared.

Presenters: Joanne Falinski, Tamara Destine, Ivan Stojakovic, and Sonia Browning, Fahari Academy Charter School, Brooklyn, New York

D.04

Panel

Writing for WLU's Journal—*Talking Points*
Student Center 141

The new co-editors of WLU's journal, *Talking Points*, invite participants to attend this session to learn about *Talking Points* as a venue for publication. Bring a draft of an existing paper for discussion or come to brainstorm ideas for a future issue. Support for crafting an article for publication will be offered.

Presenters: Deborah MacPhee, Illinois State University, Normal; Sally Brown, Georgia Southern University, Statesboro

FRIDAY, JULY 19

4:00 p.m. – 5:15 p.m.

D.05

Combined Paper Session

**Teacher Research: Enhancing Our Understanding of Language in Use
Student Center 142**

This session offers participants the opportunity to learn about the power of teachers engaging in systematic inquiry within their classrooms.

Chair: Lisa Marie Middendorf, University of Pennsylvania, Philadelphia

- **Responsive Teaching and Learning through Meta-Linguistic Inquiry: A Discourse of One Teacher's Inquiry with Three Former Students into the "Word Jawn"**

This discourse analysis presentation examines a shared inquiry between a secondary English teacher and three former students in a Philadelphia high school. In this inquiry, the teacher and students' unearth contested layers of the Philadelphian archive of the colloquialism "jawn". The analysis shows the beneficial educational implications of such conversations.

Presenter: Lisa Marie Middendorf, University of Pennsylvania, Philadelphia

- **Authentic Literacy Environments and their Influence on Students' Self-Efficacy**

This paper presentation will share what has been learned through an ongoing study of classroom literacy environments and students' self-efficacy. Does the environment help or hinder students? Research, pictures, and environmental scales will be shared. Discussion and insight will be encouraged and is welcomed!

Presenter: Kimberly Welsh, Stephen F. Austin State University, Nacogdoches, Texas

D.06

Panel

**Pre-service Teachers Lived-through Experience with Reading Workshop and Response to Literature
Student Center 143**

Pre-service teachers participated in a Reading Workshop, within a reading methods course, as a way to experience firsthand the potential and promise of this authentic use of literature in classroom practice. They engaged in workshop components and with the Civil War as the centering topic.

Presenters: Anita Nigam, and Carole Janisch, Texas Tech University, Lubbock

FRIDAY, JULY 19

4:00 p.m. – 5:15 p.m.

D.07

Panel

An Empirical Assessment of the Role of Formal Electoral Literacy Curriculum and the Mode of Presenting the Curriculum on the Electoral Literacy Empowerment of Some Selected Nigerian Adult Literacy Learners
Student Center 145

The study examines how illiterate adults can be empowered to participate effectively in the Nigerian electoral process. Using an electoral literacy empowerment curriculum, 240 illiterate adults were taught key elements of the process. Results show that participants developed positive attitudes and demonstrated willingness to actively participate in the electoral process.

Presenters: C.E. Onukaogu, Independent National Electoral Commission, Akwa, Anambra State, Nigeria; Nkechi Vivian Enemoh, Njikoka Local Government Council, Anambra State, Nigeria

FRIDAY, JULY 19

5:30 p.m. – 7:00 p.m.

Youth Presenters/Social Hour
Multipurpose Room East, Student Center

Please join us for a social hour and artistic presentations by young performers from New York City, Long Island Schools, and Hofstra Summer Camp. We encourage you to also view our exhibit of children's writing and art work. Light refreshments provided.

5:15 p.m. – 6:15 p.m.

Hofstra Literacy Studies Doctoral Programs
Student Center 145

Dr. Jeanne Henry, doctoral director, will provide an informational session about the Hofstra Literacy Studies Doctoral Programs.

SATURDAY, JULY 20

8:30 a.m. – 9:45 a.m.

E Bell Ringer Sessions

E.01

Panel

Re-Visioning the Possibilities of Ethnographic Literacy Research that Directly Impacts the Possibilities for Public Education

246 East Library Wing–Axinn Library

In a society that is so off-kilter it is no longer the task of ethnographers, as Clifford Geertz (1984) once wrote, to keep “the world off balance”, but the job of ethnographers is still to pull out the rugs, to upset the tea tables and disrupt tea parties. Our task, as Geertz states, is to unsettle, embarrass the categories, and uncover the odd actualities. We will discuss!

Presenters: Bobbie Kabuto, Queens College, City University of New York, Flushing; Carol McGill, Josefa Pace, and Denny Taylor, Hofstra University, Hempstead, New York; Stephanie Schneider, SUNY, Old Westbury

E.02

Panel

**Knowing Ourselves and Crossing Cultural Borders: Developing Intercultural Understandings through Reading, Writing, and Art Experiences around Global Literature
Plaza Room East, Student Center**

In this session the presenters share how they used art, reading, and writing experiences with global children’s literature to help kindergarten and first grade children understand themselves as cultural beings and how then studying another culture further enhanced and enriched the children’s intercultural understandings of themselves and others.

Presenters: Ray Martens, and Prisca Martens, Towson University, Maryland

E Bell Ringer Sessions, (cont’d on next page)

SATURDAY, JULY 20

8:30 a.m. – 9:45 a.m.

E Bell Ringer Sessions (cont'd)

E.03

Panel

**Kenneth Goodman—Educational Leader, Scholar, Courageous Activist
Plaza Room West, Student Center**

Kenneth Goodman changed our understanding of reading from a word-by-word mechanistic act to a psycholinguistic process. Since the early 1960s his research and publications have informed educators around the world about a holistic curriculum. Join us as we highlight his scholarship, leadership, and social action.

Presenters: Ken Goodman, University of Arizona, Tucson; Bess Altwerger, Towson University, Maryland; Barbara Flores, CSU San Bernardino; Maryann Manning, The University of Alabama, Birmingham; Rick Meyer, University of New Mexico, Albuquerque; Renita Schmidt, University of Iowa, Iowa City

E.04

Paper

**Peace Is a Promise: An Author Shares Ways to Promote Peace Education in Schools
Through Children's Literature and the Arts
Student Center 141**

As an author of children's books, I work with many teachers and students on issues of conflict resolution, peace education, anti-racist education, multiculturalism, and social justice. This interactive session shares my success working with a framework I developed that helps teachers and students engage with big ideas that affect not only themselves and their community but the world at large.

Presenter: Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia

SATURDAY, JULY 20

10:00 a.m. – 12:45 p.m.

F & G Session

F.01 & G.01

Workshop

Workshops run for two time slots to allow for intensive participation and interaction.

(Re)Thinking Aesthetics in English Language Arts: Freirean Dialogue on Uncertainty in ELA Curricula

246 East Library Wing–Axinn Library

In response to top-down mandates for certain data and test-centered instruction, members of this panel give classroom examples of creative-, aesthetic-, and dialogue-based language arts curricula. The panelists—a first year teacher, a veteran teacher, and a teacher educator—emphasize the educative necessity of uncertainty in ELA instruction.

Presenters: Elise Bailey, City College of New York; Carmela Gustafson, and Gail Russell, Teachers College, Columbia University, New York, New York

SATURDAY, JULY 20

10:00 a.m. – 11:15 a.m.

F Sessions

F.02

Panel

We Can Make a Difference: Language, Literacy, and Numeracy in a Project-based Journey to Action

Plaza Room East, Student Center

Borton Magnet School engages all students in a project-based, systems-thinking approach to curriculum, leading students to act upon questions of interest and importance to them, and fostering meaningful use of language, literacy, and numeracy. We will share projects, the impact on students' learning, and their self-perception as agents of change.

Presenters: Rebecca Cavazos, Caryl Crowell, and Kathy Lohse, Borton Magnet School, Tucson Unified School District, Arizona

SATURDAY, JULY 20

10:00 a.m. – 11:15 a.m.

F.03

Paper

Keeping Social Action Alive through Picture Books

Plaza Room West, Student Center

This session is designed to help teachers reclaim time for social studies and social action by emphasizing the social studies themes and concepts in picture books. Presenters share essential questions, concepts, and activities from Every Book is a Social Studies Book, as well as a diverse selection of picture books.

Presenter: Andrea Libresco, Hofstra University, Hempstead, New York

F.04

Paper

Additive Literacy for ESP with College ELLs

Student Center 141

The presenter conceptualizes Bauer's (2009) additive literacy that supports the interchange of L1 and L2, and McNutt's (1984) five basic components of a holistic language learning processes in the curriculum of ESP: (a) experiences emphasizing oral language, (b) reading and writing together, (c) individualized reading, writing, (d) discussing written language, and (e) strategy lessons within a holistic framework. The five basic components are interwoven or integrated into a cohesive whole.

Presenter: Peter Sheng-Huei Shieh

SATURDAY, JULY 20

10:00 a.m. – 11:15 a.m.

F.05

Panel

**As a Reader: Discursive Identities in Small Group Discussions
Student Center 142**

A classroom teacher and university professor share their collaborative inquiry into socially constructed discursive identities in a 4th-grade classroom. They will engage participants in discussion around videos of student interactions collected as part of an ongoing study into the identities enacted in student-formed, student-led small group discussions.

Presenters: Deborah MacPhee, Illinois State University, Normal; Emily Whitecotton, University of South Carolina, Columbia

F.06

Panel

**Student-created Bilingual Books Ensuring Literacy Success for All
Student Center 143**

Participants will actively be involved in the creation of student bilingual books, utilizing native languages and English to assist ELL students' achievement of curriculum objectives, and serve as a bridge between school and family.

Presenters: Kristen Bazley, and Linda McMillan, Kutztown University, Pennsylvania

F.07

Paper

**Connecting to Community: The Role of Service-Learning in Developing Reflective Teacher Practices
Student Center 145**

Service-learning with thoughtful reflection is paramount to the development of educators' ability to apply authentic experiences to their teaching. Participants will learn to plan, implement, and assess a service-learning/reflection model and will examine data collected from one university, highlighting the impact of the model on the development of future educators.

Presenters: Kim Kasperbauer; Shannon Cuff, Park University, Parkville, Missouri

SATURDAY, JULY 20

11:30 a.m. – 12:45 p.m.

G Sessions

G.02

Panel

Using Authors as Mentors to Inspire Children’s Writing

Plaza Room East, Student Center

This panel presentation will show how teachers and students use the works of Marissa Moss, Steve Jenkins, Chris Soentpiet, and Lester Laminack as mentors within their Writing Workshops to inspire student writing. We will show how teachers can incorporate text and web resources to engage students in authentic writing experiences.

Chair: Erica Pecorale, Long Island University Riverhead, New York

Respondent: David Schultz, Long Island University Riverhead, New York

Presenters: Jennine O’Shea, Janella Walker, and Keri Ziemacki, Long Island University Riverhead, New York

G.03

Panel

Strong Girls Read Strong Books—An Afterschool Book Club for 4th–6th Grade Girls

Plaza Room West, Student Center

This presentation suggests how literacy researchers and teachers can engage girls with literature to help them grow into strong women and readers equipped for life in the 21st century. We present illustrations of girls’ varied literature responses and a bibliography of books with strong female protagonists.

Presenters: Melanie Hester, Kristin Wirtz, Renita Schmidt, University of Iowa, Iowa City; Kathryn Whitmore, University of Louisville, Kentucky

G.04

Panel

Successful Partnerships beyond the Classroom: Intergenerational Book Talks

Student Center 141

The presenters will share how sustained authentic literacy events—mono and bilingual intergenerational book talks—support children’s and adults’ development as competent language users and provide a context to explore local and global community memberships as literature becomes a medium to discuss connections to their worlds.

Presenters: Erika Halstead, New York Council for the Humanities; Janine Bixler, St. Mary’s College, Salisbury Mills, New York; Andrea Garcia, and Sally Smith, Hofstra University, Hempstead, New York

SATURDAY, JULY 20

11:30 a.m. – 12:45 p.m.

G.05

Paper

**Lessons in Logic Empower Readers Challenged by Text Complexity
Student Center 142**

This presentation provides amusing and engaging lessons which show learners how to read closely, and employ logic and evidence more effectively, to comprehend written language. Developing readers see immediately that when they consciously apply logic to the written text, especially informational text, they often understand far more.

Presenter: Joan Lazar, Teaneck, New Jersey School System

G.06

Panel

**Revisiting Kidwatching: Observing Young Literacy Learners
Student Center 143**

Teachers share early literacy “kidwatching” interviews exploring children’s awareness of environmental print, books, reading, and writing. These studies of literacy development of young children provide insights into the critical roles of family literacy experiences and implications for evaluation and pedagogy that celebrates the language and experiences children bring to school.

Presenters: Victoria DeSalvo, and Debra Goodman, Hofstra University, Hempstead, New York; Jillian Egan, St. Luke’s Early Childhood Education Center, Farmingdale, New York

G.07

Panel

**Revisiting ‘The Whole Story’: Cambourne’s Conditions of Learning as a Framework for Literacy Teacher Education in the 21st Century
Student Center 145**

This paper revisits and discusses Cambourne’s Conditions for literacy learning as a framework for literacy teacher education in the 21st century. Two teacher educators will share their current research and practice through narratives and excerpts from reflective journals. Communities of learners, ‘multiliteracies-in-use’, and teaching for diversity will also be highlighted.

Presenters: Susan Elliott-Johns, and Tara-Lynn Scheffel, Nipissing University, North Bay, Ontario, Canada

Lunch is on your own from 12:45 p.m. – 2:00 p.m. There are some recommendations listed in the back of your program. Local hosts will be available to assist you with on-campus or off-campus dining options.

SATURDAY, JULY 20

2:00 p.m. – 3:15 p.m.

H Sessions

H.01

Panel

Building Thoughtful Reading Partnerships with Families: Re-Thinking the Words We Use with Families

246 East Library Wing–Axinn Library

This session centers on the connections between families and literacy and how discourses shape identities of not only children, but also family members. The implications of this presentation will address how schools can develop supportive environments that enable parents, teachers, and children to create effective partnerships.

Presenters: Bobbie Kabuto, Queens College, City University of New York, Flushing; Kathleen Olmstead, Monroe Community College, Rochester, New York; Livia San Andres, P.S. 86 NYC Public Schools, Forest Hills, New York; Denny Taylor, Hofstra University, Hempstead, New York

SATURDAY, JULY 20

2:00 p.m. – 3:15 p.m.

H.02

Roundtables

**Current Research Issues in Literacy Learning & Teaching
Plaza Room East, Student Center**

Each roundtable presentation will be delivered twice during this session. Participants choose two roundtables to attend, one during the first half of the session, and the other during the second half.

Chair: David Schultz, Long Island University Riverhead, New York

➤ **A Literature Review and Argument for Trauma-informed Teaching**

A literature review and argument for opening a national dialogue between educators and psychology experts on trauma-informed teaching—the benefits of training educators.

Presenter: Joanne Smith, University of Missouri, Columbia

➤ **A Case Study of Using Freewriting in a College EFL Classroom**

This case study explored using freewriting in an EFL classroom in a major university in China. This study found that through freewriting, EFL learners practiced their language knowledge, improved their writing fluency, became more confident to write, expressed their own voices in their writing, and embraced their own authorship.

Presenter: Yang Wang, University of Missouri, Columbia

➤ **Teaching English-Spanish Cognates to Latino ELLs through Primary School Read-Alouds**

Elementary school language arts teachers can use English-Spanish cognates to help build the vocabularies of Latino English Learners through picture books. Cognates are words that are orthographically, semantically, and syntactically similar in English and Spanish. The workshop utilizes hand-on activities to demonstrate the teaching of cognates through picture book read-alouds.

Presenters: Roberta Herter, California Polytechnic State University, San Luis Obispo; Anita Hernandez, and Jose Montelongo, New Mexico State University, Las Cruces

SATURDAY, JULY 20

2:00 p.m. – 3:15 p.m.

H.03

Panel

**Not the Same Old Song and Dance: Integrating Movement and Literacy to Support Students' Emotional Engagement with Meaning Making
Plaza Room West, Student Center**

In this interactive session we will explore possibilities for engaging students in interactively constructing and reconstructing meaning through the multiple sign systems of dance, talk, visual images, and written texts. Together we will consider the affordances of integrating the arts and literacy in ways that invite children's emotional and cognitive engagement in inclusive classroom communities.

Presenters: Don Halquist, and Sue Novinger Robb, College at Brockport, SUNY

H.04

Panel

**Social Networking: The Writing Class as Literacy Community and Site of Social Action
Student Center 141**

In keeping with the theme of this year's Literacies For All Summer Institute, this panel proposes to offer a presentation that creates what Yetta Goodman (1992) has termed a 'literacy community' in which successful authentic literacy events and pedagogical innovations gleaned from our classroom practices are shared and form the basis for presenter and participant interaction and discussion.

Presenters: Melinda Smith, Marilyn Buono, Elizabeth Hynes-Musnisky, Josefa Pace, Sasha Ramial, Hofstra University, Hempstead, New York

H.05

Panel

**Freedom to Be Me . . . Art, Literacy, and Identity Exploration through the Eyes of Urban Adolescent Girls
Student Center 142**

This panel presentation examines the multimodal literacy engagement of urban adolescent lesbian and transgender girls. Projects strengthened girls' understanding of self and their positions within society. Resources provided will help educators understand the value of out-of-school literacies as well as the importance of supporting students in identity explorations.

Presenters: Candice Moench, University of Great Falls, Montana; Kattie Hogan, Warren Woods Middle School, Michigan

SATURDAY, JULY 20

2:00 p.m. – 3:15 p.m.

H.06

Paper

We Have Lots of Ideas . . . but We Have the Same Mind: Elementary Students Write in Collaboration
Student Center 143

This session examines data from an ethnographic study of four 3rd grade boys who engaged in a process of co-composing. Audience members will have the opportunity to see the heteroglossic (Bakhtin, 1934) nature of the children's work and to participate in a co-composition experience.

Presenter: Elizabeth Jaeger, University of Arizona, Tucson

H.07

Panel

Fireside Chat: Standing President, Incoming President & Board Members Discuss Critical Issues
Student Center 145

Join a conversation with your Whole Language Umbrella board as we consider the summer institute here at Hofstra, issues of progressive literacy education, and other timely topics as we look ahead to the coming years.

Presenters: Caryl Crowell, Borton Magnet School, Tucson Unified School District, Tucson, Arizona; Amy Seely Flint, Georgia State University, Atlanta; Debra Goodman, Hofstra University, Hempstead, New York; Prisca Martens, Towson University, Maryland; Rick Meyer, University of New Mexico, Albuquerque; Renita Schmidt, University of Iowa, Iowa City; Lorraine Wilson, North Carlton, Victoria, Australia

SATURDAY, JULY 20

3:50 p.m. – 5:00 p.m.

Closing Session

Student Center Theatre

Introduction of Featured Speaker: Renita Schmidt



Lester Laminack

Lester Laminack is Professor Emeritus from the department of Birth–Kindergarten, Elementary and Middle Grades Education, at Western Carolina University in Cullowhee, North Carolina, and a full-time writer and consultant.

His academic publications include *Learning with Zachary*, *Spelling in Use*, *And The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts)*, and *Volunteers Working with Young Readers*. In addition he has written articles and been editor for several journals. His articles have been published in *The Reading Teacher*, *Early Years*, *Science and Children*, *Language Arts*, *Teaching pre-K/8*, *Primary Voices*, and *Young Children*. He was co-editor of *Primary Voices*, editor of the “Children’s Book Review Department” of *Language Arts*, teaching editor for the magazine *Teaching K-8* and wrote the “Parent Connection” column.

Lester’s children’s books include *The Sunsets of Miss Olivia Wiggins*, *Trevor’s Wiggly-Wobbly Tooth*, *Saturdays and Tea Cakes*, *Jake’s 100th Day of School*, & *Snow Day!* And most recently, *Three Hens and a Peacock* all from Peachtree Publishers.

Lester has been an active member of NCTE for many years. He has been a member of several boards including the Whole Language Umbrella, the North Carolina Association for the Education of Young Children, and Center for the Expansion of Language and Thinking (CELT), and is currently a member of the Board of Directors of Our Children’s Place.

Visit Lester’s website at www.lesterlaminack.com.

Alphabetical Listing

Allen	Eliza	B.01
Altwerger	Bess	Pre-Con & E.03
Bach	Marina	B.01 & C.01
Bailey	Elise	F.01 & G.01
Bakke	Elaine	C.05
Baskwill	Jane	E.04
Bayat	Nancy	A.05
Bazley	Kristen	F.06
Bedford	April	D.02
Ben-Yosef	Elite	B.03
Bevins	Dudgrick	C.07
Bixler	Janine	G.04
Blake	Jamie	A.05
Brown	Sally	B.05 & D.04
Browning	Sonia	D.03
Buono	Marilyn	H.04
Burris	Carol	Pre-Con
Buteau	Gerard	A.03
Caliguiri	David	B.06
Campano	H. Gerald	Featured Speaker & C.01
Carlson	Jennifer	B.07
Carlson	Elizabeth	C.04
Cavazos	Rebecca	F.02
Cavolo	Serena	C.06
Choi	Jeonghee	C.02
Cicione	Phillip	C.06
Cortez-Riggio	Kim-Marie	A.05
Costello	David	B.06
Croce	Keri-Anne	A.07
Crowell	Caryl	F.02 & H.07
Cuff	Shannon	F.07
Damico	Jack	A.04
Day	Deanna	D.02
DeSalvo	Victoria	G.06
Destine	Tamara	D.03
Dickens	Devon	Poster Session
Doyle	Corydon	C.06
Dykman	Angela	A.01

Egan	Jillian	G.06
Ellerbe	Marcie	A.06
Elliott-Johns	Susan	G.07
Enemoh	Nkechi Vivian	D.07
Falinski	Joanne	D.03
Ferguson	Daniel	C.04
Filbert	Teresa	B.01
Flores	Barbara	E.03
Fowler	Sally-Anne	A.01
Freiss	Susan	Poster Session
Garcia	Andrea	G.04
Gennosa	Elizabeth	A.05
Ghiso	Maria Paula	C.01
Goodman	Yetta	A.02
Goodman	Debra	D.01, G.06, & H.07
Goodman	Ken	E.03
Gustafson	Carmela	F.01 & G.01
Halquist	Don	H.03
Halstead	Erika	G.04
Henkin	Roxanne	B.02
Henry	Kenloy	C.01
Hernandez	Anita	H.02
Herter	Roberta	H.02
Hester	Melanie	G.03
Hogan	Kattie	H.05
Hynes-Musnisky	Elizabeth	H.04
Jacobs	Meg	A.07
Jaeger	Elizabeth	H.06
Janisch	Carole	D.06
Jones	Brian	Pre-Con
Kabuto	Bobbie	E.01 & H.01
Kasperbauer	Kim	F.07
Kautz	Karen	C.05
Lam	Jennifer	C.04
Laminack	Lester	Featured Speaker
Lazar	Joan	G.05
Libresco	Andrea	F.03
Lohse	Kathy	F.02
Low	David	C.01

Lynch	Elizabeth	D.01
MacPhee	Deborah	D.04 & F.05
Manning	Maryann	E.03
Martens	Prisca	C.02, E.02, & H.07
Martens	Ray	E.02
McAssey	Lucille	D.01
McDermott	Morna	Pre-Con
McElroy	Mary	A.05
McGill	Carol	E.01
McGinnis	Theresa	A.05
McMillan	Linda	F.06
McQuade	Anne	A.03
		Pre-Con, E.03, & H.07
Meyer	Rick	
	Lisa	
Middendorf	Marie	D.05
Moench	Candice	H.05
Montelongo	Jose	H.02
Morawski	Cynthia	B.04
Moroz	Karen	B.07
Morriss	Maureen	C.02
Mostafa	Karim	C.01
Nelson	Ryan	A.04
Nickolson	Claudia	C.02
Nigam	Anita	D.06
Novinger		
Robb	Sue	H.03
Ochoa	Jennifer	C.03
Olmstead	Kathleen	A.02 & H.01
Onukaogu	C.E.	D.07
O'Shea	Jennine	G.02
Pace	Josefa	E.01 & H.04
Pearson		
Wenger	Laura	Poster Session
Pecorale	Erica	G.02
Pinhasi-Vittorio	Limor	B.03
Polansky	Randi	D.01
Proulx	Tina	A.03
Radice	Lorraine	A.02
Ramial	Sasha	H.04
Rayson	Suzanne	C.02
Ritchie	Scott	C.07

Rivera	Stephanie	Pre-Con
Rodriguez	Ruth	Pre-Con
Rodriguez	Sanjuana	A.06
Rottmann	Jennifer	B.04
Russell	Gail	F.01 & G.01
San Andres	Livia	H.01
Sazawa	Chinatsu	C.02
	Tara-Lynn	
Scheffel		G.07
		E.03, G.03, & H.07
Schmidt	Renita	
Schneider	Stephanie	E.01
Schultz	David	G.02 & H.02
Seely Flint	Amy	H.07
Semel	Ellen	D.01
Sheng-Huei Shieh	Peter	F.04
Shimmin	Sarah	A.01
Sieben	Nicole	B.02
Singer	Alan	Pre-Con
Smith	Sally	G.04
Smith	Joanne	H.02
Smith	Melinda	H.04
		Featured Speaker
Soentpiet	Chris	
St. Jean Barry	Patty	B.06
Stiles	James	A.03
Stojakovic	Ivan	D.03
		A.02, E.01, & H.01
Taylor	Denny	
Thomas	Shireen	A.01
Thomas	Priscilla	C.03
Torres Velasquez	Diane	Pre-Con
Tropp Laman	Tasha	A.06
VanSlyke-Briggs	Kjersti	Poster Session
Walker	Janella	G.02
Wang	Yang	H.02
Welsh	Kimberly	D.05
Whitecotton	Emily	F.05
Whitmore	Kathryn	G.03
Wilson	Lorraine	B.01 & H.07

Wirtz	Kristin	G.03
Wottowa	Sara	Pre-Con
Yee	Mary	B.01 & C.01
Ziemacki	Keri	G.02